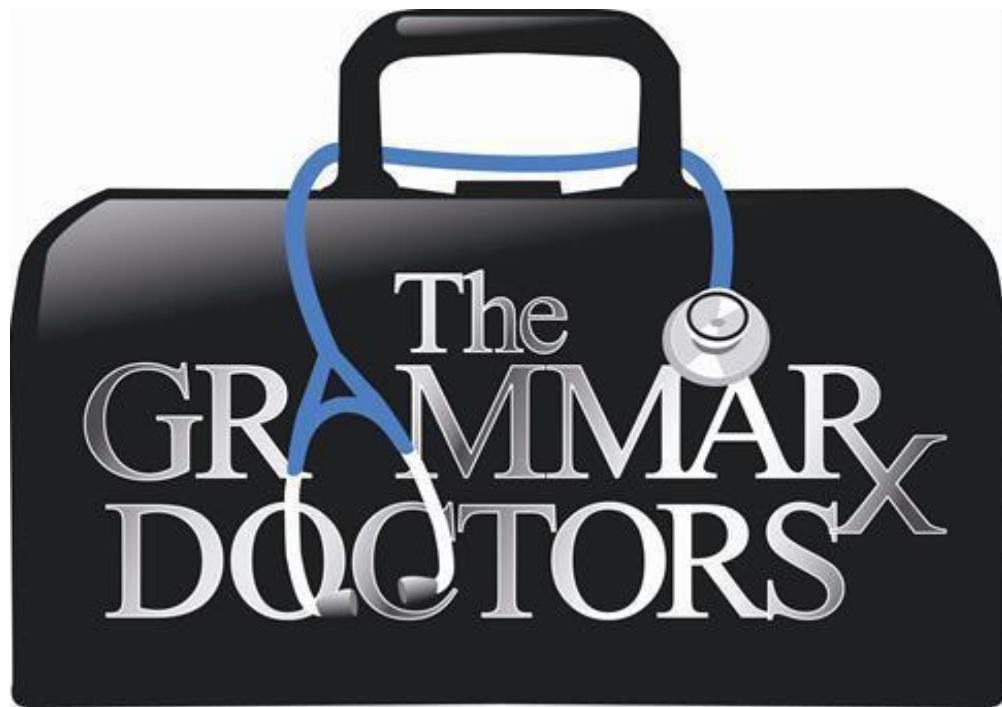




Westbury Park School

Supporting Your Child

at Home



Punctuation and Grammar

Years 5 and 6

By the end of Year 5 most children should know...

- How to use **relative clauses**, beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun.
- How to indicate degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*).
- How to link ideas across paragraphs using **adverbials** of time (e.g. *later, before, then*), place (e.g. *nearby, far away*) and number (e.g. *secondly, finally*) or tense choices (e.g. *he had seen herbefore*)
- How to use brackets, dashes or commas to indicate parenthesis This is used to offset additional information in your sentence (called *parenthesis*) (e.g. *While on holiday in London, Simon Schmidt, a fireman from New York, rescued a cat from a tree.*

Words used by pupils...modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

By the end of Year 6 most children should know...

- The use of the **passive** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse - instead of...The window in the greenhouse was broken [byme].*
- The difference between the use of informal speech or slang and that of a formal type of speech and writing (e.g. the use of question tags...*He's your friend, isn't he*).
- How to link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of adverbials such as *...on the other hand, in contrast or as a consequence*), and **ellipsis**...
- How to use layout devices (e.g. *headings, subheadings, columns, bullets* or tables, to structure text).
- The use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up*).
- The use of the colon to introduce a list and the use of semi-colons within lists.
- The **punctuation** of bullet points to list information.
- How hyphens can be used to avoid ambiguity, (e.g. *man eating shark* or man-eating shark, *recover* or *re-cover*)

Words used by pupils...subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bulletpoints.

Useful activities for Years 5 and 6... Read! Read! Read!



Choose a quality text to share. Discuss the type of language being used and *how it works within a sentence*. Talk about the dialogue being used. Take parts ... reading it like a play – getting into character, mood etc.

Poetic licence!


Practise making /writing alliterative sentences. **Who can make the longest sentence?** When might we use alliteration?

Rabbit... *The ravishing rabbit rowed over the river and replaced his roller boots with red rock and roll rattles.*


Complete the simile...

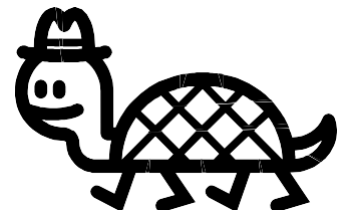
Practise sharing similes. Start with the most basic...*as hot as...*, *as tall as...*, *the moon is like...*

Now ... extend the sentences – five words, six words and so on. Who can come up with the most complicated?

 ...as hot as the underground in July!

Keep extending...

 ...as slow as an old tortoise whose battery has run down...



Inventing metaphors ...

- **Generate a simile.** – The stars are like diamonds.
- **Omit the word 'like'** – The stars are diamonds.
- **Move the noun in front of the image** – the diamond stars

Extend the metaphor ...

Take a simple simile – My teacher is like an eagle.

Turn this into a metaphor by removing the word 'like' and then think about what eagles are like and what they do.

Eg My teacher is an eagle swooping around the room, diving down on innocent prey and destroying them with the terrible grip of his talons.

Crazy clauses

You need to put together a collection of about ten completely unconnected nouns – *custard, hippo, sausage, Skegness, pimple, pencil, sunflower, photocopier, firework, slug*. You could choose random words from a dictionary.

- 📖 Tell them that they are going to write a sentence that is going to begin with either... *although, because of, after, instead of, or despite* for example.
- 📖 At random give them two/three of the nouns.
- 📖 Now write your sentence, make sure that it is correctly punctuated and that it makes sense... ***Although the custard was hot and sweet, the hippo still managed to take a bath in it.*** or... ***Despite eating a large slug for breakfast, the man cycled to Skegness.***

Punctuation Marks ...

Commas ...

Work out where commas are needed in these sentences:

- 1 Everyone brought flour milk eggs and sugar to class.
- 2 The Head teacher wants to see Jodie, Jamal Tom and Nafissa.
- 3 Come here Hilary.
- 4 My dog a black and white terrier is called Roxy.
- 5 Whitstable a small town in Kent is five miles from Canterbury.
- 6 "Sit down here" she said.
- 7 Jane said "I think it's going to rain."
- 8 Harriet one of the brightest girls in the class got 100% in the test.
- 9 If at first you don't succeed try try again.
- 10 I think I've learned to use full stops question marks exclamation marks and commas correctly.



Comma Splices ...

Beware of using a comma to separate two separate sentences where a full stop or a connective would be more appropriate. This is a very common error.

Can you spot the comma splice?

- a) I would love to go to Greece, I love ancient history.
- b) Gran lives in an old cottage, she hates going to bed early.
- c) I hate rice pudding, dairy products don't agree with me.
- d) Although it can seem very complex at times, understanding grammar is very important.

NB Only (d) is punctuated correctly.

Take a piece of text and remove all punctuation. It is easy to download texts or sentences with missing punctuation from the internet. Eg

<http://www.teachingideas.co.uk/english/files/punctuation.pdf>

I beg your pardon...what did you say? Put in the speech marks and any commas, exclamation marks, question marks or capital letters that are needed in these sentences.

- 🗨️ don't do that he shouted.
- 🗨️ why not I asked him.
- 🗨️ because I don't like it he replied.
- 🗨️ tough luck I laughed.
- 🗨️ that's not an answer he screamed
- 🗨️ I told him don't shout like that.
- 🗨️ he asked why not?
- 🗨️ I replied because I don't like it.
- 🗨️ he laughed tough luck then.
- 🗨️ we both laughed and said enough let's go home



How To Use An Apostrophe



Contractions...

Read this with a parent and use an apostrophe to show where a letter or letters can be omitted.

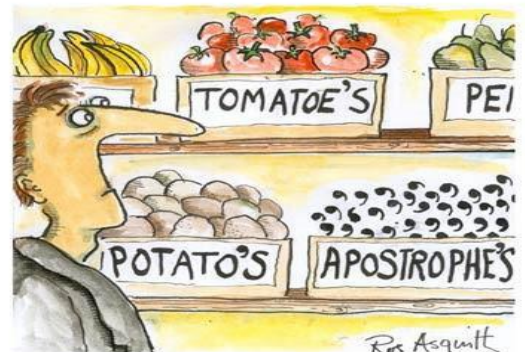
If you do not understand something, it is always best to ask for help. What would you do if you broke a finger? You would go to the doctor. He would treat the finger. He would give you good advice. If you did not listen to the doctor, you would be very silly. It is the same in school. We are here to learn things. So when we do not understand something, we should ask for help. That makes sense, does it not?

Possessive apostrophes

We also use an apostrophe to show that something belongs to someone or to something. In other words, they possess it, so we call it the **possessive apostrophe**.

Put the apostrophes in the correct place in each sentence.

- 1) Heres that boys pencil.
- 2) Thats my mothers best friend.
- 3) Both cars bumpers got dented.
- 4) Sallys jacket needs mending.
- 5) The birds wing is broken.
- 6) The childrens minibus has arrived.
- 7) Why is Davids sister crying?
- 8) The mices tails were cut off.
- 9) Jamess answer is correct.
- 10) Who took the boys bicycles?
- 11) This books last page is missing.
- 12) The ladies room is over there.



Warning!

Beware of 'Apostrophe Abuse'. Many people wrongly insert an apostrophe whenever they see the letter 's' at the end of a word. Encourage your child to spot examples of the apostrophe being used incorrectly in the local environment.

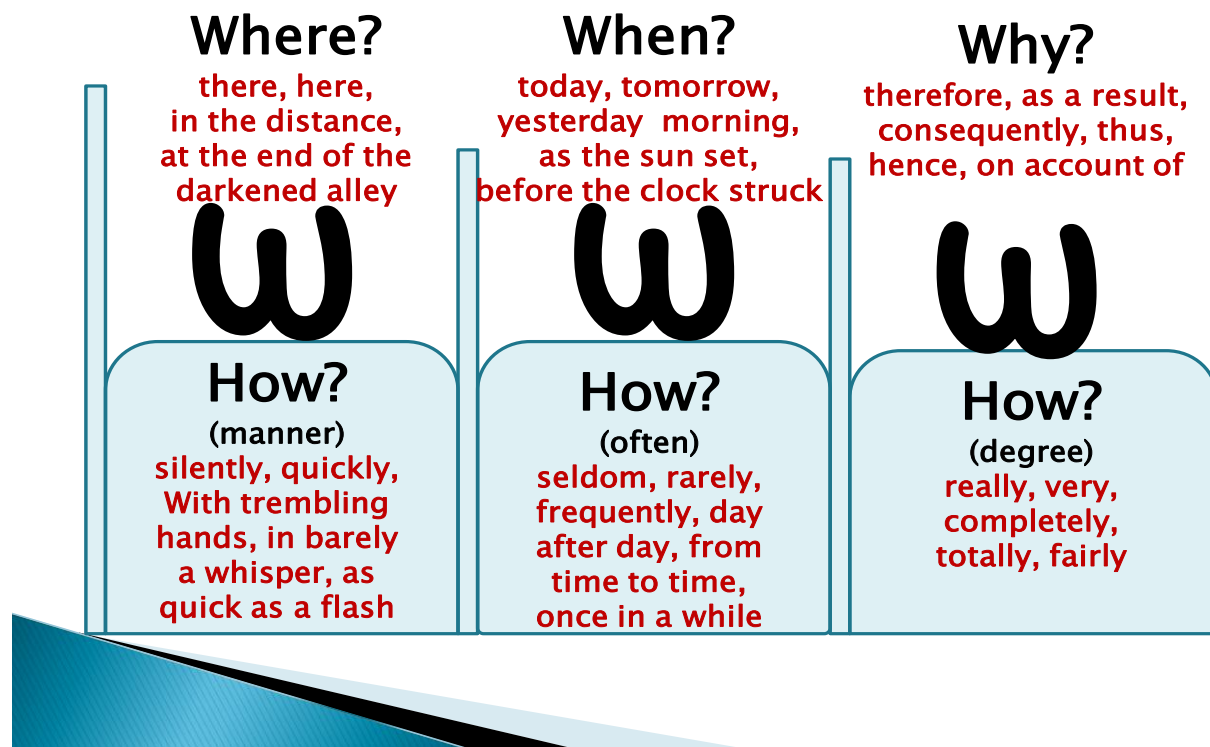
Word Classes ...

- **Nouns, Adjectives, Verbs, Adjectives, Pronouns, Determiners, Connectives, Adverbs.**
Take a piece of text and highlight all the nouns in one colour, the adjectives in another and so on or focus on just one word class at a time.
- **Word tennis** – ‘bat’ vocabulary back and forth between two people. This could be used to practise different word classes eg verbs, nouns or adjectives. The words could be random or you could choose a letter of the alphabet or a topic area eg vegetables and see how many nouns you can think of in one minute. Eg carrot – onion – potato – cabbage and so on. Something more challenging: Choose an abstract noun - The last letter of the previous word becomes the beginning of the next eg fear – rage – envy – yearning. Try combining adjectives and nouns. These could be random or alliterative where the adjective and noun begin with the same sound. Eg malicious miser, arrogant astronaut

Adverbs/adverbial phrases/clauses ...

They answer the following questions:

Adverbs / Adverbial Phrases / Clauses



Choose a text from a magazine, newspaper article or a novel and see if you can spot the adverbs, adverbial phrases or clauses. Use the diagram above to help you.

THE GREAT ADVERB/ADVERBIAL SEARCH

How many adverbs can you find in this story?

It was late one night **(WHEN)**; Tom and Sally Jones had just put little Tommy **in bed (WHERE)** when **suddenly (WHEN)** they heard him crying **hysterically (HOW)**. They rushed **anxiously (HOW)** into the bedroom where they found five-year-old Tommy sitting **up in bed (WHERE)**. Tears were flowing **down his cheeks (WHERE)**. This was **unusual (HOW OFTEN)** because Tommy **seldom (HOW OFTEN)** cried.

Tommy had **accidentally (HOW)** (swallowed a 5p piece and was sure he was going to die **immediately (WHEN)**). It wasn't **really (DEGREE)** serious because the 5p had gone **all the way down (WHERE)** but no amount of explaining could change Tommy's mind.

To calm him down (WHY), Tom palmed a 5p piece from his pocket and pretended to find it **behind his son's ear.(WHERE)**

Before he could stop him,(WHEN) the little lad grabbed the 5p from his dad's hand, **instantly (WHEN)** swallowed it, and demanded **cheerfully (HOW)**: "Do it again, Dad!"



Fronted Adverbials...

A fronted adverbial is simply an adverb, adverbial phrase or clause which comes at the beginning of a sentence.

Take a simple sentence: The boy hurried along the road.

Extend the sentence by adding a chunk at the beginning. Suggest different ways –

- an adverb (how –ly)
- a phrase indicating 'when'
- a simile
- a phrase indicating 'where' (at the end of the lane)
- a non-finite verb (ing or ed ending – exhausted, glancing)

Glancing nervously around, the boy hurried along the road.

Embedded Clauses...

Take a simple sentence and embed a clause to add extra information. Relative clauses begin with the words 'who', 'which' 'that' and refer back to the noun.

<u>Simple Sentence</u>	<u>Embedded clause</u>
1) The action hero stormed through the jungle.	1) who had bulging biceps and a hairy chest
2) The head teacher conducted assembly.	2) who was called Miss Jones
3) The girl on the beach decided to go for a swim.	3) who was wearing a flowery headband
4) The venomous spider scuttled across the market.	4) that had been hiding in a box of bananas
5) The young prince gazed at the beautiful princess.	5) turned into a frog by a wicked witch

Eg The action hero, **who had bulging biceps and a hairy chest**, stormed through the jungle. Don't forget to surround the embedded clause with a pair of commas.

Subordinate and Main clauses...

Remember: The main clause makes sense and can stand alone. The subordinate clause adds extra information but cannot stand alone.

Underline the **subordinate clause** in one colour and the **main clause** in another.

1. **Although I was tired**, I still went to the park.
2. **When I had finished my dinner**, I went upstairs to bed.
3. He always worked hard **because he wanted to do well at school**.
4. He played outside with his friends **even though it was raining**.
5. **Whenever I see a ladder**, I make sure I never walk beneath it.

Semi colon - things to note

- ✓ the semi-colon separates two complete sentences;
- ✓ the second sentence has a strong relation to the first sentence;
- ✓ the semi-colon can be used **in the place** of a connective;
- ✓ do **not** use a capital letter after a semi-colon unless it would have one anyway; for example 'I' or a proper noun such as a name.
- ✓ semi-colons are also used to separate items in a list where there are other commas present to make meaning clear

Semi-colons in a list ...

The following is difficult to read without semi-colons:

There were four speakers: Dr Sally Meadows, Head of Biology, Dr Fred Eliot, Director of Animal Welfare, Ms Gerri Taylor, Sociology and Julie Briggs, Professor of Chemistry.

With semi-colons it makes more sense.

There were four speakers: Dr Sally Meadows, Head of Biology; Dr Fred Eliot, Director of Animal Welfare; Ms Gerri Taylor, Sociology and Julie Briggs, Professor of Chemistry.

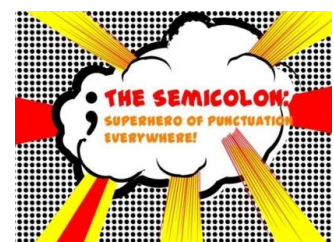
Semi-colons to separate two complete sentences ...

Add semi-colons where appropriate and explain why they are there.

1. We missed the last bus we had to walk all the way home.
2. Dogs are pack animals cats are solitary creatures.
3. Gabe has taken up the guitar I pity his poor neighbours.
4. Girls are from Venus boys are from Mars that's a scientific fact.
5. Amber wore a white dress for the wedding Archie wore his kilt.
6. You said robbing the bank would be easy why are we in prison then?
7. I beg your pardon I didn't promise you a rose garden.
8. Suzie stayed out in the sun too long she looks like a greasy chip.
9. I thought semi-colons were difficult they're actually quite easy!

Warning!

Beware of using too many semi-colons in a piece of writing. Two or three is probably sufficient.



Try some of these online activities to support learning...

Punctuation marks...

http://www.bbc.co.uk/bitesize/secondlevel/literacy_and_english/writing/punctuation/play/

<http://www.topmarks.co.uk/english-games/7-11-years/punctuation>

Composition...

http://www.bbc.co.uk/bitesize/secondlevel/literacy_and_english/writing/leaflets_and_posters/play/popup.shtml

Paragraphs...

http://www.bbc.co.uk/bitesize/ks3/english/writing/structure_paragraphs/activity/

Grammar games and quizzes ...

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.crickweb.co.uk/ks2literacy.html>

All round tips about grammar and punctuation...

<http://www.grammar-monster.com/>



